R E P O R T R E S U M E S

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REPORT ON TEACHER LOAD IN ENGLISH IN ILLINOIS HIGH SCHOOLS.

BY- BAKER, ORVILLE
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA

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IN APRIL 1967, THE ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH COMMITTEE ON TEACHER LOAD SENT OUT 870 QUESTIONNAIRES TO PUBLIC AND PAROCHIAL HIGH SCHOOLS IN ILLINOIS TO ASCERTAIN WHICH SCHOOLS DESERVE AN HONOR RATING FOR CONFORMING TO THE NCTE RECOMMENDATION OF A FOUR-COURSE LOAD AND A MAXIMUM OF 100 STUDENTS PER ENGLISH TEACHER. AN ANALYSIS OF THE REPLIES SHOWED THAT THERE WERE--(A) 148 SCHOOLS WITH A LIGHT LOAD OF FOUR COURSES, (B) 304 SCHOOLS WITH AN AVERAGE LOAD OF FIVE COURSES, (C) 39 SCHOOLS WITH A HEAVY LOAD OF SIX OR MORE COURSES, AND (D) 379 SCHOOLS WITH NO RESPONSE (FROM WHICH IT WAS INFERRED THAT THESE WERE SCHOOLS WITH A HEAVY LOAD). THE CONCLUSIONS INDICATED THAT THE STUDY PROCEDURE WAS NOT ACCURATE ENOUGH TO JUSTIFY ANY SIMPLE CLASSIFICATIONS AND THAT THE CHICAGO SUBURBAN SCHOOLS DID NOT FALL GENERALLY INTO THE "LIGHT-LOAD" BRACKET, DESPITE THEIR LARGE TAX BASE, COMMUNITY INCOME, AND BONDING POWER. IT IS HOPED THAT THE APPENDED LIST OF HONOR SCHOOLS MAY PROVE VALUABLE TO TEACHERS SEEKING BETTER WORKING CONDITIONS AND TO COLLEGE SENIORS LOOKING FOR GOOD SCHOOLS FOR THEIR FIRST PROFESSIONAL EMPLOYMENT. (THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," FEBRUARY 1968.) (MM)

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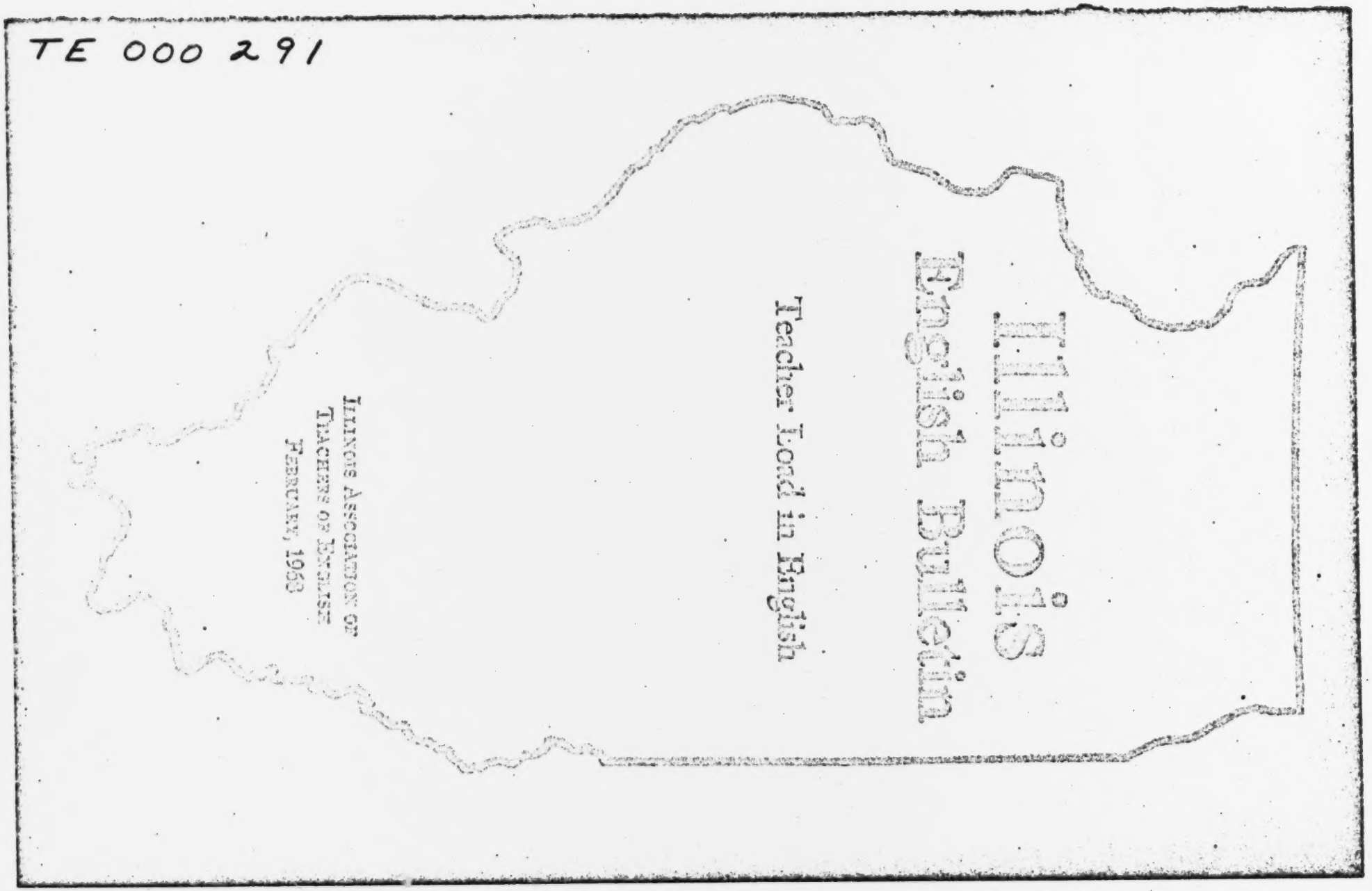

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Report on Teacher Load in English in Illinois High Schools

BY ORVILLE BAKER

HEAD, DEPARTMENT OF ENGLISH, NORTHERN ILLINOIS UNIVERSITY, DEKALB
CHAIRMAN, COMMITTEE ON TEACHER LOAD, IATE

In April, 1967, the IATE Committee on Teacher Load sent out 870 questionnaires to public and parochial high schools in Illinois. The questionnaire was a one-page form adapted from an NCTE

We welcome the report of the IATE Committee on Teacher Load in English. For five years Dr. Baker has been urging this study before the Executive Board of the Association and it was largely through his efforts and those of his staff at Northern that it reached fruition.

This business of teacher load is so much discussed by English teachers, whether in private conversation or in discussion groups or workshops, that we decided to include in this Bulletin *brief summaries of three other reports on this subject — studies by Dusel, Leichty, and Grant. These reports have been widely circulated throughout the country and have served as guide lines on the subject. Also included in this* Bulletin *is a statement of conditions necessary for effective teaching in the elementary school, a statement prepared by a committee on teacher load of NCTE.*

One of the most significant recommendations in the Leichty report, one which pretty well summarizes the position of IATE on the subject is: "The teaching loads of English teachers must be drastically reduced if the effectiveness of their teaching is to be increased or even preserved. They should teach fewer classes. They should teach fewer students. And they should be asked to be responsible for fewer activities."

This issue of the Bulletin *makes an important contribution to the subject of teacher load in English. These significant findings should be studied not only by every English teacher but by every administrator and school board member in Illinois. If you desire extra copies for this purpose, orders and remittances may be sent to IATE Treasurer, 100 English Building, Urbana, Illinois 61801. These copies may be sent either to you or to the person indicated by you. — W.A.L.*

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instrument designed to ascertain which schools in the United States deserve honor rating for conforming to the NCTE recommendation of four courses and a maximum of 100 students per English teacher.

The questionnaire asked for such specifics as "average number of students in each English class," "number of classes assigned each full-time teacher of English," "number of minutes in each class period," "assignments of study halls, homerooms, lunchroom duty, yearbook, newspaper, dramatics, clubs or other extracurricular tasks," etc. This last item was broken down into paid and non-paid assignments as well.

An analysis of the nearly five hundred replies resulted in the following tabulation:

Schools with a light load of four courses.....148
Schools with an average load of five courses.....304
Schools with a heavy load of six or more..... 39

Since 379 schools did not answer the request for information, one must assume that these fall almost entirely in the category of "schools with a heavy load."

Unfortunately for a study of this kind, the figures are far from exact in indicating teaching load. Some high schools with a light load have large classes of thirty or more; some with a heavy load enroll twenty or fewer in each section. The total student load in the latter case may be lighter than it is in a school with a so-called light teaching assignment. Moreover, the additional tasks of supervising the newspaper, directing plays, and sponsoring clubs may give a teacher with a light official classroom load a more strenuous program than that of a teacher in the other two categories. One must bear in mind as well that salaries are frequently related to the duties involved and that the parochial schools with their small enrollments (which appear in considerable frequency in our lists) are necessarily at the lower end of the salary scale.

Many downstate schools outside of such population centers as Rockford, Joliet, and Springfield do not have large student bodies (8 out of the 148 schools in the listing above have fewer than 100 students) and easily qualify for our honor list merely because of size.

The tentative conclusions to be drawn from the study are that, first, the procedure used is not accurate enough as an indicator of the work done by the high school English teacher to justify any sweeping conclusions or any simple classifications. For example, if the school assignment of four courses involves four

different preparations, that teacher certainly labors more than his colleague with five courses and one or two preparations, despite the additional theme load. One department head in a small downstate school argued that her assignment of six courses is preferable to four large classes since hers involve Latin as well as English, with small numbers in every class. The Committee was reminded also of a threatened strike by a city teachers' union some years ago because of extra-curricular duties that had gotten out of hand. These tenuous elements, although they were included as specifically as possible in the questionnaire, are nearly impossible to measure, yet they weigh very heavily in the teaching program.

Another conclusion from the study is that the Chicago suburban schools, surprisingly enough, do not fall generally into the bracket of "light load," despite their large tax base, community income, and bonding power. In fact most do not. Some, like Woodstock Community High School, have tried the four-course load with twenty-five per class, and then under pressures of one kind or another or a change of administration have reverted to the heavier load. Maine East went from four to five and then back to four, but the number per class is still large. It is apparent from any casual study of the forms that a number of factors enter into the picture besides size and tax money: the department head and his persuasiveness, the principal, the school board, and the educational level of the community. Springfield, for instance, fares well, yet so do Harvey and Argo, both heavily industrial with rather small college-bound populations. In some instances an acquaintance with the staff and the superintendent explains the intelligent use of faculty resources and the conscious effort to do a good job; in towns on the honor list that we are not familiar with, the same forces must be at work.

Despite the difficulties involved in tabulation and classification, there is no question in the mind of the committee that publicity, IATE pressure, NCTE insistence, union cooperation, and faculty awareness will help to improve the conditions in our schools as far as the English teacher is concerned. His teaching load is different from that of the other disciplines and must be recognized by administrators as a special element in the training of high school students. We are convinced that no high school can turn out quality products without such recognition.

The following lists are of necessity incomplete, but they may be of value to members of the profession seeking better working conditions and to college seniors looking for good schools for their first professional employment.

HONOR SCHOOLS WITH FOUR-COURSE LOAD AND 100 STUDENTS

School	Town
Altamont High School	Altamont
Argo High School, #217	Argo
Ashton Westview High School	Ashton
Atlanta High School	Atlanta
Balyki Unit #125	Bath
Holy Family Academy	Beaverville
Bement High School	Bement
Trinity High School	Bloomington
Brimfield High School	Brimfield
Carbondale Community High School	Carbondale
F. W. Parker School	Chicago
St. Mary of Perpetual Help High School	Chicago
University of Chicago Laboratory Schools	Chicago
Bloom Township High School	Chicago Heights
Crossville Community High School	Crossville
Cullom High School	Cullom
Dallas City High School	Dallas City
Eisenhower High School	Decatur
Dongola Unit School	Dongola
Dundee Community High, Dist. 300	Dundee
Elgin High School	Elgin
Elkhart Community High School	Elkhart
Enfield High School	Enfield
Eureka High School Unit #140	Eureka (70 min. periods)
Fairbury-Cropsey High School	Fairbury
Valley Senior High School	Fairview
Oakwood High School	Fithian
Forreston Community High	Forreston
Franklin High School	Franklin
Geneva Unit High School	Geneva
Glenbrook North High School	Glenview
Glenbrook South High School	Glenview
Grayslake Community High School	Grayslake
Greenview Community Unit #200	Greenview
Gridley High School	Gridley
Trioka Unit, Hittle High	Hittle
J. B. Conant High School	Hoffman Estates
Hutsonville High School	Hutsonville
Jacksonville High School	Jacksonville
Joppa Community High School	Joppa
Kempton-Cabery Unit High School	Kempton
Lyons Township High School	La Grange
LaGrove Community Unit High School	LaGrove
The Ferry Hall School	Lake Forest
Lebanon Community High School	Lebanon
Leland Community High School	Leland
Lemont Township High School	Lemont
Lewistown Community High School	Lewistown
Lovington High School	Lovington

School	Town
Mansfield High School	Mansfield
Mazon Township High School	Mazon
Melvin-Sibley High School	Melvin
Unity High School	Mendon
Young America High	Metcalf
Morrison Community High School	Morrison
Mt. Morris Community High School	Mt. Morris
Mt. Sterling Brown County High School	Mt. Sterling
Newman High School	Newman
Normal Community High	Normal
St. Joseph's Seminary	Oak Brook
Onarga Military School	Onarga
Orion High School	Orion
Ottawa Township High School	Ottawa
Paris High School	Paris
St. Bede Academy	Peru
Pleasant Hill Community Unit #3	Pleasant Hill
Plymouth High School	Plymouth
Rochelle Township High School	Rochelle
Rock Falls Township High School	Rock Falls
Hononegah Community High	Rockton
Routt High School	Routt
Savanna Community High School	Savanna
Northwestern High School	Sciota
Seneca Township High School	Seneca
Somonauk High School	Somonauk
Staunton High School	Staunton
St. Joseph-Ogden High School	St. Joseph
Warren Community Unit #205	Warren
Washington Community High School	Washington
Watseka Community High	Watseka
Holy Child High School	Waukegan
Waverly High School	Waverly
Wellington High School	Wellington
Community High School	West Chicago
Wheaton Academy	Wheaton
Maria Immaculata Academy	Wilmette
East Alton-Wood River High School	Wood River

SCHOOLS WITH FOUR-COURSE LOAD AND OVER 26 STUDENTS PER COURSE

School	Town	No. in Class
Marmion Military Academy	Aurora	35
Webber Township High School	Bluford	33
Mater Dei High School	Breese	34
Aquinas High School	Chicago	33
Immaculata High School	Chicago	27
Mercy High School	Chicago	31
Mother McAuley Liberal Arts High School	Chicago	38

School	Town	No. in Class
St. Augustine High School	Chicago	35
St. Francis de Sales High School	Chicago	40-42
St. Ignatius High School	Chicago	33
St. Philip Basilica High School	Chicago	38
St. Scholastica High School	Chicago	34 (60-75 min. basis)
Collinsville Senior High	Collinsville	29
Douglas MacArthur High School	Decatur	28-29
Stephen Decatur High School	Decatur	27
Maine West High School	Des Plaines	31-32
Thornridge High School	Dolton	27
Findlay Community High School	Findlay	33
Hamilton High School	Hamilton	28
Thornton Township High School	Harvey	27
Nazareth Academy	LaGrange Park	29
LaHarpe High School	LaHarpe	28
LaMoille Community High School	LaMoille	28
Naperville Community High School	Naperville	28
St. Mary's Academy	Nauvoo	30
Neoga High School	Neoga	27
Newton Community High School	Newton	28
Notre Dame High School for Boys	Niles	38
Palatine High School	Palatine	28
Northwestern Community Unit	Palmyra	35
Maine Township High School East	Park Ridge	28
Maine Township High School South	Park Ridge	30
Quigley Seminary North	Quigley	30
Notre Dame High School	Quincy	31
Trinity High School	River Forest	29
Robinson High School	Robinson	30 (70 min. period)
Alleman High School	Rock Island	30
Lanphier High School	Springfield	30
Sacred Heart Academy	Springfield	29

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